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ABSTRACT

This study concerned problem of decreased 4-H Club enrollment among senior 4-H Club youth in Tennessee. Data were collected from all ninth and tenth grade boys in Greene County, Tennessee, present on day interviews were conducted in each school. For analysis, data from 308 boys were classified into two groups according to their 4-H Club membership status. Purpose was to compare 4-H members and dropouts regarding personal characteristics, parental and family characteristics, extent of participation in youth organizations and tasks they were most interested in learning to perform. Thirty-two independent variables were identified and used as basis for comparison. Contingency tables were used to show relation between (4-H membership status) and independent variables. Chi square statistical analyses were made to show relations obtained. Chi square values which achieved .05 level were accepted as statistically significant. Computations were done with assistance of University of Tennessee Computing Center. Results were important. Bibliography is included. (Author/NF)

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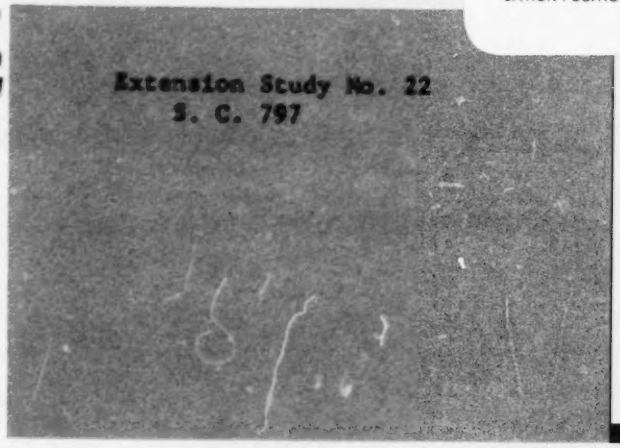

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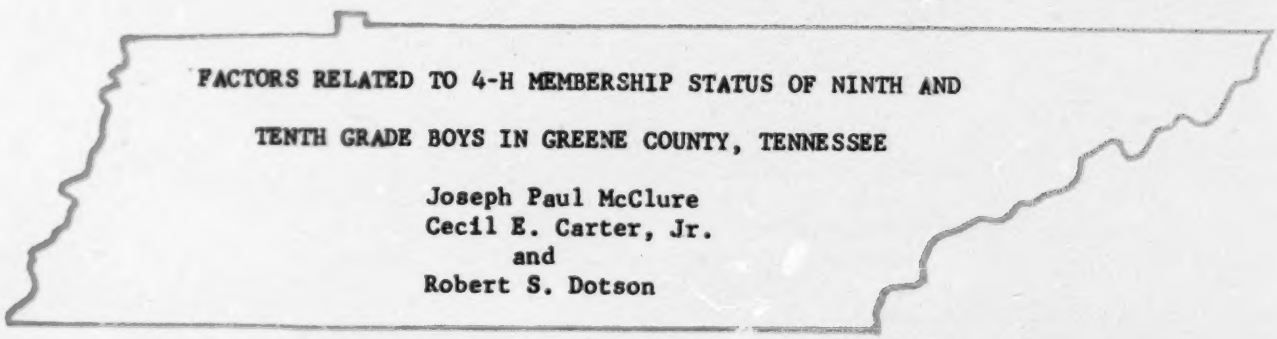

FACTORS RELATED TO 4-H MEMBERSHIP STATUS OF NINTH AND TENTH GRADE BOYS IN GREENE COUNTY, TENNESSEE

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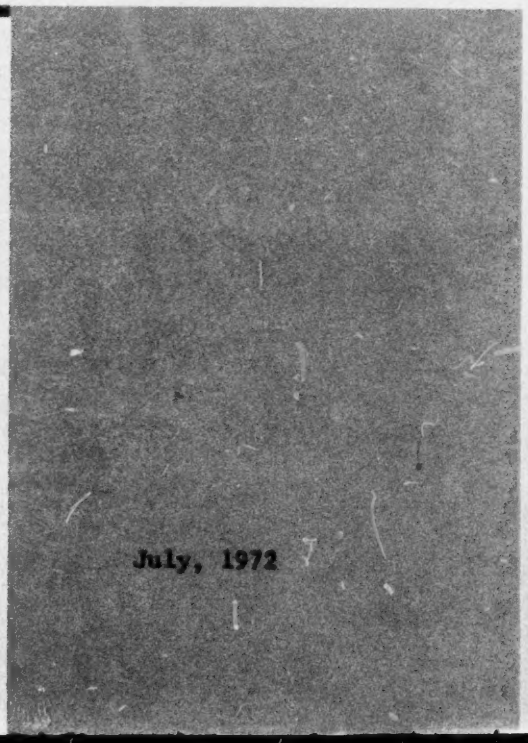

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TABLE OF CONTENTS

		PAGE
	ABSTRACT	ii
I.	PURPOSE	1
II.	METHOD OF INVESTIGATION	1
III.	METHOD OF ANALYSIS	2
IV.	MAJOR FINDINGS	2
	Relation Between 4-H Membership Status of Ninth and Tenth Grade Boys and Their Personal Characteristics	2
	Relation Between 4-H Membership Status of Ninth and Tenth Grade Boys and Selected Family and Parental Characteristics	3
	Relation Between 4-H Membership Status of Ninth and Tenth Grade Boys in Greene County and the Extent to Which They Participated in Various Organizations, Events and Activities	5
V.	IMPLICATIONS	7
VI.	RECOMMENDATIONS	8
	BIBLIOGRAPHY	10
	APPENDIX	13
	Tables 1 - 3	14

FACTORS RELATED TO 4-H MEMBERSHIP STATUS OF

NINTH AND TENTH GRADE BOYS IN

GREENE COUNTY, TENNESSEE

by

Joseph Paul McClure

July 1972

ABSTRACT

This study was concerned with the problem of decreased 4-H Club enrollment among senior 4-H Club youth in Tennessee. Data were collected from all ninth and tenth grade boys in Greene County, Tennessee, who were present on the day group interviews were conducted in each school. Data were secured from 387 boys and 308 interview schedules were judged to be accurate and were used in the analysis. For purposes of analysis, data from 308 boys were classified into two groups according to their 4-H Club membership status: (1) boys who were 4-H Club members at the time of the 1970 interview (4-H members), and (2) boys who had been but were not 4-H members in 1970 (dropouts).

Of the 308 boys interviewed, 32 were 4-H members and 276 were dropouts. The purpose was to compare the 4-H members and dropouts regarding personal characteristics, parental and family characteristics, the extent to which they participated in various youth organizations and the tasks they were most interested in learning to perform. Thirty-two independent variables were identified and used as a basis for comparing 4-H members

with dropouts. Contingency tables were used to show the observed relation between (4-H membership status) and independent variables. Chi square statistical analyses were made to show the significance levels of relations obtained. Chi square values which achieved the .05 level were accepted as statistically significant. Computations were done with the assistance of The University of Tennessee Computing Center.

Analysis of data indicated that 4-H membership status (4-H members and dropouts) of the ninth and tenth grade boys in Greene County was significantly related to their: (1) age, (2) grade received in school, (3) age when first enrolled in 4-H, (4) plans for attending college, (5) church attendance, (6) fathers' attitude when respondent first joined 4-H, (9) mothers' level of education, (10) mothers' attitude when the respondent first joined 4-H, (11) school organizations in which active membership was held, (12) competitive attitude, (13) attitude toward 4-H events and activities, (14) participation in 4-H events and activities, and (15) interest in 4-H events and activities.

The data further indicated the following:

1. Ninth and tenth grade boys in Greene County who were 4-H members tended to be younger than those who had dropped out of 4-H.
2. Boys who remained in 4-H reported having received higher school grades than did the dropouts.
3. Members tended to have first joined 4-H at an earlier age than had those who dropped out of 4-H.

4. A greater proportion of the 4-H members, than of the dropouts, had plans to attend college.
5. Four-H members attended church more frequently than did dropouts.
6. Four-H members were more likely to be sons of farmers than were dropouts.
7. Boys who remained in 4-H tended to have fathers who had attained a higher level of education than fathers of boys who had dropped out of 4-H.
8. Boys who remained in 4-H perceived their fathers to be pleased when they first joined 4-H, while boys who had dropped out perceived their fathers to be displeased.
9. Mothers of 4-H members had attended school longer than the mothers of the dropouts.
10. Ninth and tenth grade Greene County boys who remained in 4-H felt that their mothers were pleased at the time they first joined 4-H.
11. Male 4-H members in the ninth and tenth grade were more active in school organizations than were dropouts.
12. A higher percentage of ninth and tenth grade Greene County boys who remained in 4-H, than of dropouts, tended to enjoy competition with others of their own age.
13. Both 4-H members and dropouts were highly in favor of placing more, rather than less, emphasis on each of 18 4-H events and activities.
14. Four-H members had participated in a larger number of 4-H events

and activities than had dropouts.

15. Out of the 20 projects and activities listed, dropouts felt they already knew how to be at ease with girls, how to keep a car in good mechanical condition, how to repair electrical equipment, and how to be a leader. Four-H members were most interested in learning how to repair electrical equipment, how to keep a car in good mechanical condition, how to be a leader, and how to be at ease with girls.

Membership status of the ninth and tenth grade Greene County boys was not significantly related to the following: (1) school grade level when they first joined 4-H, (2) place of residence, or (3) dating situation. Family characteristics that were not significantly related to 4-H membership status included: (1) family's income, (2) parents' marital status, (3) father and mothers' attitude when their sons dropped 4-H, and (4) mothers' employment outside the home. Other independent variables found not to be significantly related to the boys' 4-H membership status were: (1) boys' feelings concerning free time, (2) the number of hours they spent watching television and listening to the radio, and (3) boys' attitude toward 4-H record keeping.

Implications and recommendations also were made.

RESEARCH SUMMARY*

I. PURPOSE

The purpose of the study was to identify selected factors which influenced ninth and tenth grade boys in Greene County, Tennessee, to remain in 4-H Club work.

This study was undertaken because a high percentage of boys dropped out of 4-H by the time they became 14 years of age. It was believed that data from such a study would be helpful to those attempting to plan senior 4-H programs to better meet the needs and interests of boys of senior 4-H age.

II. METHOD OF INVESTIGATION

The population included all ninth and tenth grade boys in Greene County, Tennessee. Data were secured from 387 boys, who were present in the five high schools at the time group interviews were conducted.

Seventy-nine interview schedules were discarded because of incompleteness or inaccuracy. In the analysis, 308 schedules were included. The sample included data from 32 4-H members and 276 dropouts.

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III. METHOD OF ANALYSIS

The completed interview schedules were coded and responses were recorded on code sheets. Data were punched on data processing cards. Thirty-two independent and one dependent variables were analyzed. Computations were made with the help of The University of Tennessee Computing Center. A contingency table analysis program was used. This program computed two-way frequency and percentage tables and chi square values. Chi square values which achieved the .05 confidence level were accepted as being statistically significant.

IV. MAJOR FINDINGS

Major findings were classified and presented under headings related to the objectives of the study.

Relation Between 4-H Membership Status of Ninth and Tenth Grade Boys and Their Personal Characteristics

1. Membership status was significantly related to age. The ninth and tenth grade boys in Greene County who were 4-H members tended to be younger than those who had dropped out of 4-H.[a]
2. Membership status was not significantly related to place of residence. Even though boys who remained in 4-H tended to live on farms, a high percentage of the dropouts (55 percent) also lived on farms.[a]
3. Four-H members and dropouts did not differ significantly as to their school grade level.[a]

[a]See Appendix Table I.

4. Membership status was significantly related to letter grades usually received in school. Those boys who remained in 4-H reported receiving higher school grades than did dropouts.[a]
5. Membership status was significantly related to the age when boys first enrolled in 4-H. Members tended to have joined 4-H at an earlier age than had those who dropped out of 4-H.[a]
6. Membership status was not significantly related to grade when they first joined 4-H. However, there was a strong tendency for 4-H members to join at a lower school grade than did the dropouts.[a]
7. "Going steady" had no significant influence on Greene County boys in the ninth and tenth grades either to remain 4-H members or to drop out of 4-H.[a]
8. Dating did not significantly influence Greene County boys in the ninth and tenth grades either to remain 4-H members or to drop out of 4-H.[a]
9. Membership status was significantly related to plans for attending college. A greater proportion of the 4-H members than of the dropouts had plans to attend college.[a]
10. Membership status was significantly related to church attendance. Four-H members attended church more frequently than did dropouts.[a]

Relation Between 4-H Membership Status of Ninth and Tenth Grade Boys and Selected Family and Parental Characteristics

1. Membership status was not significantly related to the reported family incomes. There was a tendency, however, for 4-H members

[a]See Appendix Table I.

to have a higher family income than the dropouts.[a]

2. Membership status was not significantly related to the marital status of parents. The marital status of 4-H members and dropouts' parents was not a significant factor in the decision by ninth and tenth grade boys in Greene County to remain in 4-H.[a]
3. Membership status was significantly related to the fathers' occupation. Four-H members were more likely to be sons of farmers than were dropouts.[a]
4. Membership status was significantly related to the fathers' level of education. Those boys who remained in 4-H tended to have fathers who had attained a higher level of education than those boys who dropped out of 4-H.[a]
5. Membership status was not significantly related to fathers' attitude toward the amount of time their sons devoted to 4-H. There was no significant difference between ninth and tenth grade boys as to their feelings concerning their fathers' attitude about time devoted to 4-H.[a]
6. Membership status was significantly related to fathers' attitude when their son first joined 4-H. Those boys who remained in 4-H perceived their fathers to be pleased by their joining 4-H, while those who dropped out perceived their fathers to be displeased.[a]
7. Membership status was significantly related to mothers' level of education. Mothers of the 4-H members tended to attain a higher education level than mothers of the dropouts.[a]

[a]See Appendix Table I.

8. Membership status was not significantly related to the mothers' attitude toward the amount of time their sons devoted to 4-H.
9. Membership status was significantly related to the mothers' attitude toward 4-H when the respondents first joined 4-H. Those ninth and tenth grade Greene County boys who remained in 4-H felt that their mothers were pleased at the time they first joined 4-H.[a]
10. Membership status was not significantly related to mothers' employment outside the home. However, there was tendency for those boys to remained in 4-H to have mothers who did not work outside the home.[a]

Relation Between 4-H Membership Status of Ninth and Tenth Grade Boys in Greene County and the Extent to Which They Participated in Various Organizations, Events and Activities

1. Membership status was not significantly related to the amount of free time ninth and tenth grade Greene County boys felt they had. Both 4-H members and dropouts indicated a need for more activities.[a]
2. Membership status was not significantly related to the number of hours ninth and tenth grade Greene County boys reported watching television.[a]
3. Membership status was not significantly related to the number of hours ninth and tenth grade Greene County boys reported listening to the radio.[a]

[a]See Appendix Table I.

4. Membership status was significantly related to the number of school organizations in which the boys held active membership. Male 4-H members in the ninth and tenth grade were more active in school organizations than were dropouts.[a]

5. Membership status was significantly related to how well the boys liked to compete with others. Ninth and tenth grade Greene County boys who remained in 4-H tended to get more enjoyment out of competition than did those who had dropped out of 4-H.[a]

6. Membership status was not significantly related to the respondents' attitudes toward keeping 4-H record books. However, there was a tendency for the dropouts to feel that 4-H records required too much time.[a]

7. Membership status was significantly related to 6 of the 18 4-H events and activities studied. They were: (1) 4-H project tours, (2) out-of-county trips, (3) ribbon awards, (4) publicity of awards and honors, (5) exhibits, and (6) county fund raising events. Both 4-H members and dropouts were highly in favor of placing more, rather than less, emphasis on each of the 18 4-H events and activities.[b]

8. Membership status was significantly related to the number of 4-H events and activities in which the boys had participated. The male 4-H members in the ninth and tenth grades of Greene County schools participated in a larger number of 4-H events and activities than did dropouts.[a]

[a]See Appendix Table I.

[b]See Appendix Table II.

9. Dropouts felt they already knew how: (1) to be at ease with girls, (2) to keep a car in good mechanical condition, (3) to repair electrical equipment, and (4) to be a leader. Four-H members were most interested in learning: (1) how to repair electrical equipment, (2) how to keep a car in good mechanical condition, (3) how to be a leader, and (4) how to be at ease with girls.[c]

V. IMPLICATIONS

Based on the findings of the study and the writer's experience and views, the following implications were made:

1. Since members tended to join 4-H at a younger age than did the dropouts, one implication was that the retention of Greene County, Tennessee boys in senior 4-H could be increased by enrolling a larger proportion of the boys when they first became eligible for 4-H membership.
2. Since the boys who remained in 4-H tended to live on farms and to be sons of farmers, it was implied that a 4-H program in Greene County planned to meet more of the needs and interests of non-farm boys might increase 4-H holding power.
3. Since boys who remained in 4-H had parents whose attitude toward their sons joining 4-H tended to be more favorable than the attitude of the parents of the dropouts, it was implied that 4-H enrollment among the boys in Greene County might be increased by better informing parents regarding the advantages and opportunities available through 4-H Club work.

[c]See Appendix Table III.

4. Since the boys who remained in 4-H tended to have parents who (1) attained higher levels of education, (2) had more definite college plans, (3) reported better grades in school, and (4) tended to have higher family incomes, it was suggested that a program to include boys in lower socio-economic levels might increase the senior boy 4-H enrollment in Greene County.
5. The boys who remained in 4-H participated in a larger number of projects, events and activities than those who dropped out of 4-H. Therefore, it was implied that the number of senior 4-H boys could be increased by providing more opportunities for the participation of members at all age levels. These opportunities should include as many projects, events, and activities as possible.
6. Since those boys who remained in 4-H tended to have a more favorable attitude toward keeping record books than did those who dropped out, and since record books were considered to be an essential part of the 4-H Club program, it was implied that boys in Greene County should be made more aware of the importance and value of 4-H records.

VI. RECOMMENDATIONS

Recommendations included those listed below:

1. Greene County Extension agents should make particular efforts to enroll boys as early as possible after they become eligible to join 4-H. Involvement of the Explorer (4th grade) group

should be expanded and promoted as much as possible through the county program.

2. Greene County Extension agents should study their county place of 4-H residence situation in order to make appropriate adjustments in enrollment. The 4-H program should be expanded to meet the needs and interests of more urban and non-farm boys.
3. Greene County Extension agents should study their methods of "selling 4-H" to parents and make appropriate adjustments so that parents will be better informed of the opportunities and advantages of 4-H Club work.
4. Greene County Extension agents should further study their county 4-H participation situation and make appropriate adjustments in projects, events, and activities in order to better meet the needs and interests of lower socio-economic youth.
5. Greene County Extension agents should study their county 4-H participation situation and make appropriate adjustments in the 4-H program to encourage greater participation in 4-H events and activities at all age levels.
6. Greene County Extension agents should study their county 4-H record-keeping situation and conduct 4-H record book workshops in order to increase the possibilities of making more boys aware of the importance of keeping their records up-to-date and accurate, so that they might develop more favorable attitudes toward keeping record books.

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APPENDIX

TABLE I

PROFILE OF NINTH AND TENTH GRADE BOYS IN GREENE COUNTY, TENNESSEE BY FOUR-H MEMBERSHIP STATUS

Characteristics of Ninth and Tenth Grade Boys	4-H Membership Status	
	Members (N=32)	Dropouts (N=276)
	Percents	
Ages of respondents[a]		
14 years	45	19
15 years	38	41
16 and over	17	40
	100	100
Place of residence[b]		
Urban	6	22
Rural non-farm	19	23
Farm	75	55
	100	100
Grade in school[b]		
Ninth	58	50
Tenth	42	50
	100	100
Number years in 4-H[a]		
1 - 3 years	22	73
4 years and over	78	27
	100	100
Grades in school received most frequently[a]		
A - B	66	35
C and under	34	65
	100	100
Age when first joined 4-H[a]		
Nine	34	15
Ten	41	29
Eleven and over	25	56
	100	100
Grade in school when first joined 4-H[b]		
Fourth	38	26
Fifth	44	31
Sixth	6	21
Seventh	12	22
	100	100

[a] $p < .05$ (statistically significant at less than the .05 level)

[b] $p > .05$ (not statistically significant at the .05 level)

TABLE I, Continued.

Characteristics of Ninth and Tenth Grade Boys	4-H Membership Status	
	Members (N=32)	Dropouts (N=276)
	Percents	
Age when first dropped out of 4-H[b]		
10 years	3	4
11 years	3	7
12 years	0	10
13 years	0	23
14 years	13	28
15 years or over	9	22
Had never been a dropout or no response	72	6
	100	100
Had dated girls[b]		
Yes	55	53
No	45	43
No response	0	4
	100	100
Was "going steady"[b]		
Yes	12	16
No	88	82
No response	0	2
	100	100
Plans for attending college[a]		
Yes	50	26
No	19	42
Don't know	31	32
	100	100
Attend church regularly[a]		
Yes	72	51
No	25	47
No response	3	2
	100	100
Annual family income[b]		
Less than $3000	6	18
$3000 and over	94	82
	100	100
Parents living together[b]		
Yes	72	81
No	28	19
	100	100

[a] $p < .05$ (statistically significant at less than the .05 level)

[b] $p > .05$ (not statistically significant at the .05 level)

TABLE I, Continued,

Characteristics of Ninth and Tenth Grade Boys	4-H Membership Status	
	Members (N=32)	Dropouts (N=276)
	Percents	
Fathers' occupation[a]		
Farmer	44	19
Other	37	66
Not employed	19	15
	100	100
School grades completed by father[a]		
Eight or less	22	50
9 - 12	62	34
Above 12	13	8
No response	3	8
	100	100
Fathers' attitude toward his son's participation in 4-H[b]		
Should devote more time	19	25
Devote about correct amount	37	36
Devote too much time	6	13
No response	38	26
	100	100
Fathers' attitude when his son first joined 4-H[a]		
Pleased	66	41
Displeased	22	48
No response	12	11
	100	100
School grades completed by mother[a]		
Eight or less	19	34
9 - 12	59	51
Above 12	19	8
No response	3	7
	100	100
Mothers' attitude toward time their sons devoted to 4-H[b]		
Should devote more time	34	27
Devote about correct amount	38	27
Devote too much time	3	13
No response	25	23
	100	100

[a] $p < .05$ (statistically significant at less than the .05 level)

[b] $p > .05$ (not statistically significant at the .05 level)

TABLE I, Continued.

Characteristics of Ninth and Tenth Grade Boys	4-H Membership Status	
	Members (N=32)	Dropouts (N=276)
	Percents	
Mothers' attitude toward time their sons devoted to 4-H[b]		
Should devote more time	34	27
Devote about correct amount	38	37
Devote too much time	3	13
No response	25	23
	100	100
Mothers' attitude when their sons first joined 4-H[a]		
Pleased	66	46
Displeased	28	46
No response	6	8
	100	100
Mother worked away from home[b]		
Yes	28	43
No	72	57
	100	100
Boys' feelings concerning amount of leisure time[b]		
Have too much to do	27	28
Not enough activities	74	72
	100	100
Hours per week boys watched T.V.[b]		
1 - 7	28	29
8 - 14	31	22
15 - 21	16	21
22 and over	25	28
	100	100
Hours per week boys listened to radio[b]		
1 - 7	47	53
8 - 14	22	18
15 - 21	13	11
22 and over	18	18
	100	100
Number of youth organizations to which boys belonged[a]		
Not any	0	36
One	15	48
Two	38	10
Three or more	47	6
	100	100

[a] $p < .05$ (statistically significant at less than the .05 level)

[b] $p > .05$ (not statistically significant at the .05 level)

TABLE I, Continued.

Characteristics of Ninth and Tenth Grade Boys	4-H Membership Status	
	Members (N=32)	Dropouts (N=276)
	Percents	
Boys' attitude toward competition[a]		
Don't mind it	94	73
Don't like it	3	15
No response	3	12
	100	100
Boys' attitude toward 4-H record keeping[b]		
Requires too much time	9	26
Fair basis for awards	34	20
Should be dropped	38	28
Records are adequate	19	9
No response	0	17
	100	100
Boys' feeling about opinions of their friends toward 4-H[b]		
Favorable	56	58
Neutral	22	15
Unfavorable	13	18
No response	9	9
	100	100
Number of 4-H events and activities in which boys had participated[a]		
Not any	9	44
One	19	31
Two	22	12
Three	9	6
Four	13	4
Five	22	2
Six and over	6	1
	100	100

[a] $p < .05$ (statistically significant at less than the .05 level)

[b] $p > .05$ (not statistically significant at the .05 level)

TABLE II

RELATION BETWEEN GREENE COUNTY BOYS' 4-H MEMBERSHIP STATUS AND THEIR ATTITUDES TOWARD 4-H EVENTS AND ACTIVITIES

Events and Activities	More Emphasis		Less Emphasis		X^2 Value (df=1)
	Members Percent (N=32)	Dropouts Percent (N=276)	Members Percent (N=32)	Dropouts Percent (N=276)	
4-H Project Tours	100	75	0	25	8.9[a]
Out-of-County Trips	100	75	0	25	9.0[a]
Awarding Ribbons	100	79	0	21	7.6[a]
Publicize Awards and Honors	96	72	4	28	7.5[a]
Exhibits	96	76	4	24	5.8[a]
County Fund Raising Events	93	75	7	25	4.0[a]
Judging Contests	89	76	11	24	2.4
Demonstration Contests	86	70	14	30	2.8
County Rally Day	86	67	14	33	2.9
Honor Club	85	69	5	31	3.0
Achievement Day	84	66	16	34	3.1
District 4-H Camp	82	78	8	22	0.3
Special Interest Meetings	80	63	20	38	2.8
Share-the-Fun	79	72	1	28	0.7
Public Speaking Contests	78	63	22	37	2.1
Bread Baking Contest	71	56	9	44	2.2
Dress Revue	69	59	31	41	1.0
Judging Projects on Basis of Records	57	62	43	38	0.2

[a]Significant at the .05 level.

TABLE III

RELATION BETWEEN GREENE COUNTY BOYS' 4-H MEMBERSHIP STATUS AND THEIR INTEREST IN 4-H PROJECTS AND ACTIVITIES

Projects and Activities	Already Know How		Would Like to Learn		Not Interested	
	Members Percent (N=32)	Dropouts Percent (N=276)	Members Percent (N=32)	Dropouts Percent (N=276)	Members Percent (N=32)	Dropouts Percent (N=276)
How to take care of lawn	91	88	3	0	6	12
How to raise crops	90	78	3	11	7	11
How to raise vegetables	81	77	9	5	10	18
How to drive a car	78	88	22	11	0	1
How to select and buy clothes	75	74	13	12	12	14
How to take photos	68	60	26	25	6	15
How to raise animals	67	77	17	13	16	10
Good grooming and social manners	63	75	25	19	12	6
How to repair things	52	69	35	23	13	8
How to be at ease with girls	52	68	48	28	-	4
How to cook	47	45	31	24	22	31
How to dance	39	38	45	36	16	26
How to plan parties	33	32	47	44	20	24
How to preside at meetings	32	30	39	32	29	38
How to keep car in good mech. cond.	31	51	59	44	10	5
How to make things of wood & leather	29	28	48	53	23	1
How to be a leader	29	33	58	41	13	26
How to speak in public	26	23	42	40	32	37
How to give a demonstration	19	24	36	30	45	46
How to repair elect. equip.	19	40	66	50	15	10

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